



# Mountainside Middle School

Scottsdale Unified District

11256 N. 128th Street, Scottsdale, AZ 85259

ARIZONA  
School Report Card  
2001-02

**Principal:** Mrs. Katy Cavanagh

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** [www.susd.org/schools/middle/mtnside/index.htm](http://www.susd.org/schools/middle/mtnside/index.htm)

**E-mail:** [kcavanagh@susd.org](mailto:kcavanagh@susd.org)

**Grades:** 6-8

**2001 Enrollment:** 1158

**Phone:** (480) 451-3400

**Fax:** (480) 451-0448

## ✓ School Overview ✓

### Mission

Mountainside Middle School is a place for kids, a place for learning and a significant place. Individual identity and high self-esteem are achieved by putting students in heterogeneously grouped houses creating small schools-within-a-school. Instruction is delivered through student-centered learning blending traditional disciplines and integrated instruction with emphasis on real-world issues. Students learn in an inclusive but diverse environment which promotes academic excellence.

### Organization and Philosophy

- w Middle School House Concept
- w Heterogeneous/Inclusive Programs
- w Respectful Inviting Environment
- w Academic Excellence

### Instructional Programs

- w Varied Instruct.--Traditional/Integrated
- w State-of-the-Art Technology
- w Humanities Program
- w On-site Special Education
- w Exploratory/Elective Wheel
- w Honors Music/Performing Arts Classes
- w Advanced Math Classes
- w Gifted Clustering

### School/Academic Goals

- w We are implementing a comprehensive, research-based language arts/writing program in all grades that will increase by three percent (3%) the number of students per grade level scoring above average on the Stanford 9 language arts content clusters.
- w We are implementing comprehensive prevention and life skills programs in grades six, seven, and eight in order to reduce the incidents of harrassment and bullying by 30% from 2001 to 2002, as measured by SASI discipline reports.
- w We are increasing by 50% the number of teachers/ programs with webpage communication available, and in use, for students, parents, colleagues and community as measured by ITS-directed MMS technology survey and teacher evaluation/ observations.
- w We are implementing a Professional Development Plan that aligns to the three previous SIP goals for student achievement.

### Enrollment

October 1, 2000 School Year Student Enrollment:	1125
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	No
Number of Students Attending Under Open Enrollment in 2000-01:	57

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 1 Student(s)

### Council Duties

w School Goals  
 w School Improvement Plan  
 w Budget  
 w Personnel Decisions  
 w Parent/Educator Relations  
 w Master Schedule

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	57.00
Other Professional Staff	6.00	Teacher Aide	1.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	4	0	0
4 to 6 years	4	6	0	0
7 to 9 years	2	5	0	0
10 or more years	9	16	0	0

## ▽ Shared Responsibilities ▽

### School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

### Parents

Parents are urged to show support of their children in several areas: Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules.

## ▽ Transportation Policy ▽

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation services daily and for school field trips. Bus evacuation drills are conducted for all students and staff.

## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/24/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/26/01	1/5/02	3/23/02	6/1/02
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### Additional Calendar/Report Card Information

## ∨ Resources Available at School Site ∨

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Library/Media Center	W Technology/Computer Labs
W Multiuse Mini-auditorium	W Fine Arts Facilities

### Extracurricular Activities

W Student Government	W National Junior Honor Society
W Honors Music	W Athletics/Intramurals
W Academic Competitions	W Yearbook
W KUGR News	

### School/Community Resources

W Afterschool Programs	W Recreational Activities
W Lunch Program	W Counseling Services
W Health Services	W Intersession Camps

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W In the 2000-01 school year Stanford 9 achievement scores improved in eight of nine categories in grades six, seven, and eight.</p> | <p>W Mountainside was a recipient of the the Northern Arizona University Math and Science Professional Development Grant for 2001-04.</p> |
| <p>W Eighth grade students received a top award for their participation in the Stock Market Investment Program.</p>                     | <p>W A sixth grade Odyssey of the Mind team won the state competition and qualified for world competition.</p>                            |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.6 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	5.7 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.6 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	0.7 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	99.9 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.1 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Top Valley Middle School - Phoenix Magazine	1999
Career Ladder Site Incentive	2001
Upper 5% State Standardized Test Scores	2001
Heritage Band Festival Sweepstakes Award	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	336	540	4%	6%	46%	42%
	State	56652	505	23%	20%	40%	17%
Writing	School	296	528	2%	18%	69%	9%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	324	491	12%	47%	28%	11%
	State	56871	454	43%	40%	12%	6%

#### Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
6	Reading	96	78	52	100	78	53	100	79	54	97	78	53	92	79	54
	Language	97	68	40	100	69	41	100	71	44	97	74	44	92	73	45
	Mathematics	98	83	54	100	84	57	100	84	59	97	85	60	93	88	63
7	Reading	100	79	52	100	79	52	100	79	53	99	80	52	93	81	53
	Language	100	76	49	100	79	52	100	79	54	99	82	54	92	83	55
	Mathematics	100	73	50	100	79	53	100	81	55	99	83	56	93	86	58
8	Reading	100	75	54	96	76	54	100	78	54	98	79	53	94	80	55
	Language	100	71	45	96	71	46	100	75	49	98	79	49	94	83	50
	Mathematics	100	74	50	96	76	52	100	78	54	98	81	56	94	84	58

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	<b>78</b>	<b>90</b>
<b>Grades 6-7</b>	<b>79</b>	<b>78</b>
<b>Grades 7-8</b>	<b>77</b>	<b>80</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Mountainside Middle School collaborates closely with the Scottsdale Police Department, Scottsdale Prevention Institute and the City of Scottsdale to provide prevention and intervention for a wide variety of students, staff and family. The school and community are proactive with early identification of needs and a team approach to finding solutions. Communication and cooperation with parents is crucial to the safety and success of students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,301	\$2,491,533
Classroom Supplies	\$28	\$30,575
Administration	\$302	\$327,406
Support Services-Students	\$434	\$469,782
Other Support Services and Operations	\$1,150	\$1,245,025
Total Expenditures- All Categories 1999-2000	\$4,215	\$4,564,321

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$1,254,256.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Trigger funds were used to increase the base salary of teachers to attract and retain a highly qualified instructional staff.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Katy Cavanagh	(480) 451-3400	
<b>Transportation Policy</b>	Dan Shearer	(480) 451-5050	
<b>Community Resources</b>	Carol Hughes	(602) 952-6100	
<b>School Nutrition Programs</b>	Barbara Savastio	(602) 952-6148	
<b>Parent Organization</b>	Marilyn Rowlands	(480) 451-3400	
<b>Student Health/Nurse</b>	Denise Parish	(480) 451-3400	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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